

**Texas Education Agency
Standard Application System (SAS)**

**2018–2019 Pathways in Technology Early College High School (P-TECH) and
Industry Cluster Innovative Academies (ICIA) Planning**

Program authority:	GAA, Article III, Rider 67, 85 th Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III, Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)	FOR TEA USE ONLY <small>Write NOGA ID here</small>
Grant Period:	February 23, 2018, to June 15, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION JAN 9 - 9 PM 1:04 </div>
Application deadline:	5:00 p.m. Central Time, January 9, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Heidi Flynn: PTech@tea.texas.gov ; (512) 463-9242	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Austin Independent School District	227901	Lanier High School / 227901004	
Vendor ID #	ESC Region #		
	13		
Mailing address		City	State ZIP Code
1111 West 6 th Street		Austin	TX 78703-
Primary Contact			
First name	M.I.	Last name	Title
Mary		Thomas	Director, State and Federal Accountability
Telephone #	Email address		FAX #
512-414-3280	Mary.thomas@austinisd.org		512-414-1791
Secondary Contact			
First name	M.I.	Last name	Title
Craig		Shapiro	Associate Superintendent, High Schools
Telephone #	Email address		FAX #
512-414-4471	Craig.shapiro@austinisd.org		512-414-1782

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Mary		Thomas	Director, State and Federal Accountability
Telephone #	Email address		FAX #
512-414-3280	Mary.thomas@austinisd.org		

Signature (blue ink preferred)

Date signed

Mary Thomas *January 8, 2018*

Only the legally responsible party may sign this application.

701-18-102-025

Schedule #1—General Information

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – State Funds	See Important Note For Competitive Grants*	<input type="checkbox"/>
7	Payroll Costs (6100) – Federal Funds		<input type="checkbox"/>
8	Professional and Contracted Services (6200) –State Funds		<input type="checkbox"/>
8	Professional and Contracted Services (6200) – Federal Funds		<input type="checkbox"/>
9	Supplies and Materials (6300) –State Funds		<input type="checkbox"/>
9	Supplies and Materials (6300) –Federal Funds		<input type="checkbox"/>
10	Other Operating Costs (6400) –State Funds		<input type="checkbox"/>
10	Other Operating Costs (6400) – Federal Funds		<input type="checkbox"/>
11	Capital Outlay (6600) –State Funds		<input type="checkbox"/>
11	Capital Outlay (6600) –Federal Funds		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances. Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will work with the TEA chosen assistance provider as outlined in this RFA.

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Schedule #4—Request for Amendment

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3a: Revised Budget For State Funds

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

Part 3b: Revised Budget For Federal Funds

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID:

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate which grant you are applying for:

☐ P-TECH ☐ ICIA ☒ Both

The Austin Independent School District (AISD) Lanier Early College High School (Lanier), in partnership with Austin Community College (ACC) and the IBM Corporation (IBM), and in response to the Workforce Solutions–Capital Area Workforce Board's analysis of skill needs in computer and information technology (IT) will develop and implement a P-TECH/ICIA model aligned with industry needs and providing applied learning opportunities for students. Beginning with 50 9th grade students in AY 2019-20 and adding a grade level each year, Lanier ECHS Computer and IT Academy (Academy) will improve postsecondary degree completion and career readiness by smoothing transitions between high school, college and the professional world. Grant funds will support planning for the innovative school model that will provide wrap around services to students through mentoring, articulation of credits from high school to college, flexibility in scheduling, and work-based education, including paid internships that results in a commitment to interview for appropriate jobs with IBM. Academy students will be immersed in rigorous educational opportunities that are connected to Austin and Texas's labor market demands, responsive to IBM needs and focused on both educational and employment outcomes.

AISD is fortunate to partner with IBM on the launch of this Academy, given the corporation's role in the very inception and development of the P-TECH model. To date, IBM has served as lead industry partner for six P-TECH schools throughout the U.S.; however, **this will be the first and only IBM-partnered program in Texas.** IBM has been involved in all aspects of the development of their P-TECH schools, playing a lead role in ensuring that students graduate with the skills necessary to be first in line for jobs at IBM – an assurance it continues with their partnership in Texas. IBM's experience will help jumpstart the work necessary to create a 9-14 school in collaboration with AISD and ACC.

Budget Development & Sustainability: District-level traction around the P-TECH model has built over the last several years in AISD. To address the gap between the district's graduation rate (89%) and the direct-to-college enrollment rate (61%), the plan to initiate P-TECH/ICIA Academies was presented to the AISD Board of Trustees in the fall of 2016 and placed into effect in school year 2017-18. With support from two Texas Education Agency grants (2016-2018 Industry Cluster Name Innovative Academy – the Next Generation of Early College High Schools), AISD has opened two P-TECH/ICIA academies, including a Health Science Academy at LBJ Early College High School and a Computer and Information Technology Academy at Reagan Early College High School. Leveraging these existing structures and high-level commitment to a college- and career-focused model for our most at-risk students, plus expanded partnerships with long-standing partners in higher education and industry, grant funds will be well-supported and positioned for success.

Grant funds will be used to upgrade the space at Lanier with necessary technology and flexible workspaces that lend themselves to project-based learning in the IT fields, marketing materials to recruit students, and supports for teachers and staff, including time and pay for curriculum development (in partnership with IBM and ACC) and site visits to model campuses as well as IBM worksites. **IBM will hire an Industry Liaison** who will be housed in the school for the life of the school to ensure seamless connections to the world of work.

Demographics & Needs Assessment: AISD is the sixth largest school district in the state of Texas, serving a diverse population of nearly 82,000 students in pre-K through grade 12 across 130 campuses. The majority of AISD students are Hispanic (57%) and/or low-income (53%). More and more students across the district are participating in early college high school programs; in fact, over half of AISD's 11th and 12th grade students (58%) are enrolled in advanced/dual credit courses in the 2017-18 school year. Yet we know we still have work to do in achieving the goal of college, career, and life readiness for all of our students. For example, we see great disparities in advanced course enrollment with 73% of white, 33% of African American and 51% of Hispanic students taking advanced/dual credit courses. The Superintendent recently presented this information to his Cabinet members, and issued a call to action to design strategies such as Lanier's Computer and IT Academy to close these gaps.

Lanier serves a high-need student population that is predominantly low-income (84%), Hispanic (87%) and at-risk for dropping out (79%). In its annual Campus Improvement Plan (CIP), the Campus Advisory Council (committees of parents, students, businesses and community representatives, teachers, principals, and other campus staff) has identified focus areas of postsecondary readiness, and will address student needs through this Academy, aiming to increase high school and postsecondary graduation rates, the number of industry licensures/certifications/associate

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

degrees completed, percentage of graduates meeting SAT/ACT/TSI criteria and the percentage of students enrolling directly in a four-year college after graduation and/or entering into competitive entry-level careers in the IT field.

Management Plan: A Leadership Design Team made up of key decision-makers from each partner, will meet regularly during the planning period to develop and finalize the Academy's Implementation Plan as well as prepare for the launch of the Academy in AY 2019-20. It will leverage existing supports including the following: AISD's Strategic Plan Scorecard indicators that align with Academy and district goals, the AISD High School office's P-TECH staff person and pilot Reagan ICIA CS Academy, and AISD Office of Innovation and Development accomplishments in establishing additional partnerships with business and nonprofit partners, along with IBM's vast P-TECH experience and networks. Strong partnership support with key stakeholders from IBM, ACC, Workforce Solutions and the City of Austin together with regularly publicized data will position the Academy to be expanded and sustained.

Evaluation Plan: To comply with reporting and evaluation requirements established by TEA and to provide staff with information necessary to support effective program implementation decisions, AISD staff, in cooperation with ACC and IBM, will engage in ongoing monitoring towards continuous improvement. The AISD Department of Research and Evaluation (DRE) reviews all grant requirements, proposed activities, and data being requested. Throughout the duration of the grant program, DRE will work closely with Academy staff to collect and submit identified data in a timely fashion and will meet regularly to monitor progress and make any adjustments as issues arise. Initially, DRE will provide Academy staff with baseline data pertaining to articulated program performance indicators for program planning and decision-making purposes. Indicators will go beyond traditional academic performance and include workforce and professional skill criteria to ensure that students are fully prepared for college and career.

Statutory Requirements: (1) The Computer and IT Academy at Lanier will be open enrollment, with established recruitment and enrollment processes that do not exclude any subpopulations of students; in fact, there will be efforts to recruit traditionally underrepresented groups in IT. (2) Students will enroll in a course of study that enable them to combine high school and postsecondary courses at ACC, while also participating in a range of workplace experiences, including mentoring, site visits and internships that fully prepare students for the 21st Century economy. (3) Academy graduates will have the opportunity to receive a high school diploma, industry-recognized credentials identified by IBM to be in high-demand (e.g. Java Associate) and an in-demand, industry-recognized Associate's degree on or before the sixth anniversary of the date of their first day of high school. (4) Students will have flexibility in class scheduling and their learning environments, with students engaging in project-based and work-based learning across various locations. The Academy will provide additional academic support, such as AVID in grades 9 -12 to support students in meeting the demands of the academically rigorous program. IBM mentors will magnify these supports for both students and teachers. (5) Students and their families will incur no costs for their participation, and costs will be shared by AISD and ACC according to the ECHS agreement (attached). (6) AISD has entered into several agreements with ACC, including a recently-revised ECHS agreement that conforms to the blueprint provided by TEA for exemplary MOUs and an articulation agreement for Computer Studies. (7) IBM and AISD will enter into an MOU that mirrors many of the commitments made in the attached letter of support, conforming to statutory expectations for a P-TECH/ICIA campus. IBM commits to provide speakers at recruitment events, resources for workplace experiences, including event and project costs associated with mentoring, site visits, project days and paid internships. (8) AISD collaborated with our local workforce development board to identify the current and projected need for jobs in the Computer and IT industry cluster. (9) Students will be entitled to the benefits of FSP in proportion to the amount of time spent on HS courses.

Program Requirements: (1) AISD, in partnership with IBM and ACC, agrees to develop a P-TECH/ICIA Implementation plan, based on the Blueprint and template provided by TEA and submit that plan to TEA for review prior to applying for the P-TECH/ICIA designation. (2) IBM has committed to hiring an Industry Liaison who will be housed in the school and coordinate Leadership Design Team convenings in the planning year, and continue through the life of the school to ensure that all students have a range of successful workplace experiences. This Team will include: IBM staff from their corporate headquarters in Armonk, NY as well as local leadership and staff, ACC leaders and staff and AISD leaders and staff. (3) Academy students will benefit from the wrap-around services in place at Lanier, including the district's acclaimed social and emotional learning initiative, to ensure success in rigorous academic and work-based educational experiences. (4) AISD/Lanier are designated TSI assessment sites, allowing students to begin college courses based on their TSI performance as well as frequent testing to identify student weaknesses and create tailored interventions.

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Schedule #6—Program Budget Summary								
County-district number or vendor ID:					Amendment # (for amendments only):			
Program authority: GAA, Article III, Rider 67, 85 th Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III, Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)								
Grant period: February 23, 2018, to June 15, 2019					Fund code: 429 (State), 289 (Federal)			
Budget Summary								
Schedule #	Title	Class/ Object Code	State Funds (50%)			Federal Funds (50%)		
			Program Cost	Admin Cost	Total Budgeted Cost	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$19,800	\$0	\$19,800	\$0	\$0	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$5,200	\$0	\$5,200	\$20,000	\$0	\$20,000
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	\$5,000	\$0	\$5,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0	\$0	\$0	\$0
Total direct costs:			\$25,000	\$0	\$25,000	\$25,000	\$0	\$25,000
Percentage% indirect costs (see note):			N/A	\$0	\$0	N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$25,000	\$0	\$25,000	\$25,000	\$0	\$25,000
Administrative Cost Calculation								
Enter the total grant amount requested:					\$25,000	\$25,000		
Percentage limit on administrative costs established for the program (10%):					× .10	× .10		
Multiply and round down to the nearest whole dollar. Enter the result.					\$2,500	\$2,500		
This is the maximum amount allowable for administrative costs, including indirect costs:					\$2,500	\$2,500		

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the boxes with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100) – State Funds				
County-district number or vendor ID:			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted (State Funds)
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director			\$
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Other Employee Positions				
15	Title			\$
16	Title			\$
17	Title			\$
18	Subtotal employee costs:			\$
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		\$
20	6119	Professional staff extra-duty pay		\$19,800
21	6121	Support staff extra-duty pay		\$
22	6140	Employee benefits		\$
23	61XX	Tuition remission (IHEs only)		\$
24	Subtotal substitute, extra-duty, benefits costs			\$
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$19,800

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #7—Payroll Costs (6100) -Federal Funds			
County-district number or vendor ID:		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted (Federal Funds)
Program Management and Administration			
1 Project director			\$
2 Project coordinator			\$
3 Support Staff directly working on the program			\$
Other Employee Positions			
4 Title			\$
5 Title			\$
6 Title			\$
7	Grand total:		\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200) – State Funds		
County-district number or vendor ID:		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted (State Funds)
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$
Schedule #8—Professional and Contracted Services (6200) – Federal Funds		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted (Federal Funds)
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300) – State Funds		
County-District Number or Vendor ID:		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted (State Funds)
6300	Total supplies and materials that do not require specific approval:	\$5,200
Grand total:		\$5,200

Schedule #9—Supplies and Materials (6300) –Federal Funds		
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted (Federal Funds)
63XX	Technology not capitalized	\$
	Specify purpose:	
Subtotal supplies and materials requiring specific approval:		\$
6300	Total non-consumable supplies and materials that do not require specific approval:	\$20,000
Grand total:		\$20,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400) – State Funds		
County-District Number or Vendor ID:		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted (State Funds)
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
Grand total:		\$

Schedule #10—Other Operating Costs (6400) – Federal Funds		
Expense Item Description		Grant Amount Budgeted (Federal Funds)
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$5,000
Grand total:		\$5,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600) – State Funds				
County-District Number or Vendor ID:			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (State Funds)
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

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Schedule #11—Capital Outlay (6600) – Federal Funds				
County-District Number or Vendor ID:			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (Federal Funds)
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #13—Needs Assessment

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs assessments encompass two major areas: (1) the students at Lanier IT Academy and (2) current and projected high-demand occupations in Central Texas.

(1) Lanier Needs Assessment

Each school year the principal of each AISD campus, with the assistance of the Campus Advisory Council (committees of parents, students, businesses and community representatives, teachers, principals, and other campus staff), must develop, review and revise the Campus Improvement Plan (CIP). The purpose of this plan is to improve student performance on the state's student achievement indicators for all student populations, as well as improve performance on any other performance measures for special needs populations. AISD's High Schools Office works with each high school during the CIP process to provide support and guidance as needed. AISD collects all CIPs and reviews these plans to ensure that they align with district plans and policies.

CIPs are supportive of the objectives of the district's overall Strategic Plan (*Strategic Plan 2015-2020: Reinventing the Urban School Experience Together*), including the Core Belief that all students will graduate college-, career-, and life-ready. The district measures its progress toward those objectives through the Strategic Plan Scorecard, which includes ambitious yet achievable targets for the following items: (1) % of students graduating in four years, (2) number of high school students completing industry licensures/certification, (3) % of high school students submitting college applications, (4) % of students enrolling directly in college, and (5) % of high school students completing Advanced/Dual Credit courses.

Lanier ECHS 2017-2018 identified targets in three focus areas around postsecondary readiness that the launch of the IT Academy will directly contribute to:

1. **Graduation Rates:** The campus seeks to increase the overall percentage of students graduating on time along with targets for each subpopulation.
2. **Career and Technical Education (CTE):** The campus seeks to increase the number of students completing industry licensures/certifications (more than baseline of 227) as well as the percentage of graduates meeting college-ready criteria (16.4% as compared with 12% in 2016-17).
3. **Direct-to-College Enrollment:** The campus also seeks to increase the percentage of students enrolling directly in college after graduation, from 45.2% in 2016-17 to at least 70% in 2017-18.

Working collaboratively with IBM and ACC, additional goals will include increasing associate degree attainment and college completion rates, reducing remedial college-course taking at ACC, and increasing the number of students entering competitive, entry-level careers in growth industries.

(2) Workforce Demands

Austin's tech industry is a vital part of Austin's economy, now employing 120,000 people. In collaboration with Workforce Solutions – Capital Area Workforce Board, AISD identified high-demand occupations and programs of study that lead to occupations in the IT Industry Cluster. According to WANTED Analytics – Austin-Round Rock, Texas MSA, there are currently 5,550 job openings in software development and 1,773 in computer systems analysis, including staffing agency job openings. Many large information technology firms, such as IBM, Dell, Amazon and others utilize staffing agencies to help recruit and vet job applicants. Additionally, many of these firms rely heavily on contract workers; thus, these companies utilize staffing agencies to hire these contractors.

According to JobsEQ for Austin-Round Rock, Texas MSA, there are a projected 2,573 software developers and 1,738 computer systems analysts needed over the next five years (2016-2021). Since there are many more actual job openings than projected openings, it appears that these occupations are growing at a much faster rate than projected. Out of the 7,323 current job openings in software development and computer systems analysis, 781 require less than two years of experience. These entry-level jobs make up approximately 10.7 percent of the total job openings for these occupations.

IBM Austin is the company's second largest single site in the U.S., with about 6,000 employees. Virtually every IBM business unit is represented here, including Cloud, Watson/cognitive/augmented computing, cybersecurity, blockchain, semiconductor design, research, the company's largest Design Studio, marketing and others.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	In the Austin-Round Rock, Texas Metro Area, there are currently 5,550 job openings for software developers and 1,733 for computer systems analysts (Source: WANTED Analytics). And for Austin-Round Rock, Texas Metro Area, there are a projected 2,573 software developers and 1,738 computer systems analysts needed over the next five years (2016-2021) (Source: JobsEQ).	IBM, ACC and AISD staff will conduct a Skills Mapping process to develop an integrated educational program that addresses academic, technical and workplace skills. IBM will provide the skills required for competitive entry level jobs, with an eye toward future skill needs. Based upon these skills, the Leadership Team will work together to identify relevant associate degrees and integrated high school and college coursework to ensure students are prepared for the "first in line" jobs committed by IBM as well as other college and career opportunities.
2.	All too often CS-related occupations are dominated by white males. A recent report from Google and Gallup, <i>Diversity Gaps in Computer Science: Exploring the Underrepresentation of Girls, Blacks and Hispanics</i> traces this trend back to inequitable access to CS education in 7-12 grade.	The Academy will attempt to address this disparity by targeting the predominantly underrepresented students who attend the school. Recruitment efforts will focus on Lanier feeder middle schools and leverage relevant school-based clubs and referrals from school partners who work with low-income students, students of color and girls (e.g. Girls Empowerment Network, Breakthrough, Girlstart, etc.). Recruitment efforts will be tailored to these groups, utilizing women and minority speakers in IT professional roles as one targeted strategy.
3.	The district's strategic plan and Lanier's CIP, set goals to increase the # of students graduating in four years. Lanier's 2017 goal is: 91.7% of all students graduate, 78.6% African American, 93.3% Hispanic, 87.1% White, 92.3% Economically Disadvantaged, 74.8% Limited English Proficient, 92.4% SPED	Students will engage in hands-on and work-based learning in partnership with IBM and other potential employers that builds awareness of and interest in careers in the computer and IT fields. Students will have the opportunity to earn an industry-relevant Associate's degree in a related field, and importantly engage in a range of opportunities that include mentoring by industry professionals, worksite visits to IBM, speakers from IBM and skill-based paid internships. The model motivates students, promotes better outcomes and increases high school graduation and completion rates, and prepares students to enter directly into jobs if they so choose.
4.	As part of the district's strategic plan, AISD has set a goal to increase the # of students completing college and financial aid applications. 54% of Lanier's Class of 2017 submitted financial aid applications (Source: Apply Texas)	As soon as students enter, they will be considered college students. The Academy will have an in-college culture, in large part due to the integration of college and high school courses and the range of activities and approaches to signify college experience (e.g. students may go to ACC to take courses). An emphasis on degree completion, wrap-around supports and the promise of first in line for jobs will serve as powerful motivators.
5.	Lanier's CIP and district Strategic Plan have set goals to increase the # of students who enroll in postsecondary education directly after they graduate from high school. 45% of Lanier's Class of 2017, as compared with 60% of students districtwide enrolled in postsecondary education in the fall semester immediately following high school graduation (Source: National Student Clearinghouse, August 2016).	The model offers the unique opportunity to focus on degree attainment and career readiness. From the moment students enter 9 th grade, the partners will work collaboratively to ensure students have a clear understanding of how their academic and technical coursework related to education and career outcomes. IBM will provide professional development for teachers and college faculty, so that they understand IT job roles and the education pathways that lead to them, so that they can communicate this information to students.

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Schedule #15—Project Evaluation

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Maintain ongoing Leadership Design Team Meetings	1.	# and dates of Leadership Team planning meetings
		2.	Leadership team members, meeting dates, agendas and meeting minutes posted on Lanier HS website
2.	Develop recruitment plan	1.	Data report of projected student enrollment with percentage of demographics
		2.	Recruitment plan will include marketing materials and timelines (in English and Spanish)
		3.	Solicit input from parents, community, business and postsecondary partners
3.	Complete Implementation Plan that includes all required components	1.	Copy of enrollment guidelines
		2.	Copy of Recruitment Plan
		3.	Current list of high-demand occupations and programs/courses of study
		4.	Current, signed and dated MOU with IBM that fulfills statutory requirements and outlines roles/responsibilities, in-kind match, work-based education in 9-12.
		5.	Current, signed and dated MOU and Articulation agreement with ACC that fulfills statutory requirements
		6.	Completed Program/Course of Study List and Crosswalk template
		7.	Plan for wrap-around services (e.g. academic mentoring, counseling, parent outreach, etc.)

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To comply with reporting and evaluation requirements established by TEA and to provide staff with information necessary to support effective program implementation decisions, AISD staff, with appropriate participation by ACC and IBM will engage in ongoing monitoring towards continuous improvement. The AISD Department of Research and Evaluation (DRE) reviews all grant requirements, proposed activities, and data being requested. Throughout the duration of the grant program, evaluators will work closely with Academy staff to collect and submit identified data in a timely fashion and will meet regularly to monitor progress and make any adjustments as issues arise. Initially, DRE will provide Academy staff with baseline data pertaining to articulated program performance indicators for program planning and decision-making purposes.

At the campus-level, a team led by the school leader, ECHS Counselor and IBM Industry Liaison, will collect data and prioritize needs through just-in-time data dashboards on student-level data including attendance, grades, college readiness and other risk factors. On a weekly basis, the instructors, ECHS Counselor and IBM Industry Liaison will respond to individual student needs as they arise, and monthly, the counselor and liaison will update the Leadership Team with formative data and prioritization of needs. The partnership will be able to respond to need in ways unique to a P-TECH school – with mentors and other collaborative supports. For example, we will measure the effectiveness of mentoring through surveys of students, teachers and mentors, as well as the effectiveness of other workplace learning opportunities.

Additionally, each six-week grading period, the Office of Accountability provides district and school administrators with campus-level dashboard reports to assist staff in monitoring student performance outcomes throughout the year. The dashboard reports provide attendance rates, core course passing rates, and discipline rates. These reports were developed to monitor leading indicators towards high school graduation. Academy staff will utilize these reports to help them to make strategic decisions to support students and teachers as needed, well before the end of the school year. They will regularly share these reports and other benchmark data with the Leadership Team. Finally, evaluation reports produced for this grant by DRE will be distributed to the District's Board of Trustees, superintendent, central office administrators, campus principals, and Academy staff. The reports also will be posted to the district's website.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

Statutory Requirement 1: Describe the proposed P-TECH or ICIA school structure and how the program will establish a recruitment and enrollment process that will meet the open-enrollment requirements of this grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Open Enrollment & Recruitment Practices

Lanier Computer and IT Academy will be an open enrollment program with recruitment and enrollment processes and requirements that do not exclude or discourage the enrollment of any of the subpopulations of at-risk students, including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Enrollment decisions will not be based on state assessment scores, discipline, history, teacher recommendations, minimum GPA or any other criteria that create barriers for student enrollment.

In fact, recruitment efforts will focus on recruiting traditionally underrepresented populations in the IT field. Unfortunately, all too often CS-related occupations are dominated by white males. A recent report from Google and Gallup, *Diversity Gaps in Computer Science: Exploring the Underrepresentation of Girls, Blacks and Hispanics* traces this trend back to inequitable access to CS education in 7-12 grade. The report found that underrepresented groups face structural and social barriers in access and exposure to CS that create disparities in opportunities to learn. For example, black students are less likely than white students to have classes dedicated to CS at the school they attend (47% vs. 58% respectively). AISD's Academy will attempt to address this disparity by targeting the predominantly underrepresented students who attend the school. Recruitment efforts will focus on Lanier feeder middle schools and leverage relevant school-based clubs and referrals from school partners who work with low-income students, students of color and girls (e.g. Girls Empowerment Network, Breakthrough, Girlstart, Tech Girls through Girl Scouts of Central Texas, etc.). We will also enlist IBM employees in IT positions, from underrepresented populations and from similar backgrounds as the students, who can speak at recruitment events to help inspire students to apply for this unique school opportunity. Recruitment events may take place at IBM or ACC as a further way to excite students and help them understand the real possibilities of college completion and career readiness offered by this model.

School Model

Lanier Computer and IT Academy will be a school-within-a-school model, beginning with 50 9th grade students in AY 2019-20 and adding a grade level each year. The Academy will improve postsecondary degree completion and career readiness by smoothing transitions between high school, college and the professional world. Grant funds will support planning for the innovative school model that will provide wrap around services to students through mentoring, articulation of credits from high school to college, flexibility in scheduling, and work-based experience, including site visits, project days and paid internships, that results in graduates being guaranteed an interview with IBM. Academy students will be immersed in rigorous educational opportunities that span academic, technical and professional skills and that are connected to Austin and Texas's labor market demands, responsive to IBM needs and focused on both educational and employment outcomes.

Austin is fortunate to partner with IBM to plan this Academy at Lanier given the corporation's role in the very inception and development of the P-TECH model. The IBM Corporation has a long history of corporate citizenship and innovation in education. IBM's effort has focused on improving educational opportunities for the most disadvantaged students and the Corporation most recently has extended its work in the very inception and development of the grades 9 – 14 school model. IBM's six+ years of experience working with education partners on the ground in 9 – 14 schools in New York, Illinois, Connecticut, Maryland, Colorado and Rhode Island has given it a unique perspective on both the promise and challenges of implementing this groundbreaking school model. IBM has served as lead industry partner for six P-TECH schools and has been involved in all elements of their development, playing a lead role in ensuring that students graduate with the skills necessary to be first in line for jobs at IBM – an assurance it continues with our partnership in Texas. IBM's experience will help jumpstart the work necessary to create an IT P-TECH/ICIA Academy at Lanier in collaboration with AISD and ACC.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Statutory Requirement 2: Describe how you will provide for a program/course of study that enables a participating student to combine high school courses and postsecondary courses. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Academy students will complete the required courses to graduate from high school under the Recommended High School Plan, including four credits of English, math, science and social studies, one credit of physical education and fine arts, two credits in Spanish, half credit in speech, and five and one-half elective credits for a total of 26 credits. Each year, students will participate in AVID courses that will provide additional learning and study skills that ensure students are college-ready. Students will concurrently complete a number of high school-level CS courses. For example, students may take the IT course pathway that AISD's CTE Department has created and articulated with ACC, which includes 4 credits and the opportunity to attain an industry certification:

1. **Principles of Information Technology (Grade 9):** Students develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the IT environment. (1 credit)
2. **Web Technologies (Grade 10):** Through the study of web technologies and design, students learn to make informed decisions and apply the decisions to the field of IT. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. (1 credit)
3. **Computer Programming (Grade 11 – articulated):** Students acquire knowledge of structured programming techniques and concepts appropriate to developing executable programs and creating appropriate documentation. Students apply technical skills to address business applications of emerging technologies. (1 credit)
4. **Advanced Computer Programming (Grade 12 – articulated):** Students expand knowledge and skills in structured programming techniques and concepts by addressing more complex problems and developing comprehensive programming solutions, and apply technical skills to address business applications of emerging technologies. (1 credit)

Students will also have the opportunity to take dual credit courses that align with an ACC award plan in Computer Science or related field, and by 11th grade, the bulk of students' coursework would be dual credit with ACC (and may take place on an ACC campus).

Statutory Requirement 3: Describe how you will allow participating students to complete high school and receive the required diplomas, certifications and work-based education experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Academy students will take courses in grades 9-12 to ensure they graduate with at least 26 high school credits required for the Recommended High School Plan, AISD's default graduation plan. By the end of 9th grade, students will be college-ready as measured on the TSI, and those who are not, will receive additional supports during and outside the school day and year. Through participation in AVID, Academy students will form smaller learning communities that develop their learning, study, and academic behavioral skills that are essential to success in rigorous coursework. IBM mentors will participate in these activities to magnify their impact.

Through a long-standing partnership with ACC, Lanier students currently enroll in coursework that enables them to earn college credits—both articulated and dual credits—while in high school. Academy students will enroll in a course of study that not only aligns with ACC's Associate degree in a computer and IT field but also to the current and projected need identified by IBM. For example, IBM has begun a "New Collar Initiative," which describes a variety of career-sustaining, high-demand occupations that require an Associate degree in areas where a shortage of skilled individuals often exists.

The model will build upon the work underway at Reagan IT Academy in partnership with Dell Technologies, where a crosswalk has been developed that culminates in an AS in Computer Science from ACC. Upon high school graduation, students would have many options to enter IT fields, including pursuing entry-level employment, additional certificates (e.g. Computer Programming C++), or a bachelor's in an IT field. From 9th grade, students will participate in a range of workplace experiences, inc. mentoring, site visits, project days (e.g. hackathons). When students have matured in their academic and workplace preparation at the school, IBM will provide concrete work experiences that enable students to apply all they have learned in paid internships or apprenticeships. These internships will be highly supported and ensure that students can both practice and build their skills. Their time at the school will culminate with a capstone project that will demonstrate what they have learned during their internship/apprenticeship and be a showpiece for their work portfolios. As the school grows, IBM will work with partners to help determine how to build upon the base of internships from other companies to serve all students.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 4: Describe how you will provide students with flexible class scheduling and academic mentoring. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At Lanier's IT Academy, learning environments will be flexible: students will engage in project-based and work-based learning across a variety of locations – from a college campus to the IBM Austin worksite. Students will also benefit from flexible class scheduling. For example, the planning team will leverage the current crosswalk with ACC for the AS in Computer Science (CS) that is being implemented at Reagan as a launch point. Because Calculus I & II can be gatekeeper courses for many CS students, that crosswalk accommodates additional supports and a lighter course load while students take these courses. The Leadership Team will need to explore additional ways to support students, particularly in scheduling high school level math and computer and IT courses. For example, students may enroll in a series of rigorous CTE courses, many of which have been articulated with ACC, throughout grades 9-12, culminating in an Oracle-certified Java Associate certification. Alternately, students may take the four-course CS series through Project Lead the Way (PLTW), which aligns with Advanced Placement (AP) frameworks and beginning in Fall 2018, will include a course on Cybersecurity.

In addition to existing academic supports provided students, the Academy will provide Advancement Via Individual Determination (AVID) (grades 9-12) to support students in meeting the demands of the academically rigorous program. Lanier teachers have been trained to use these proven practices that prepare students for success in high school, college and a career, especially students traditionally underrepresented in higher education.

ACC also provides student support through registration and academic advising, mid-term advising, early alert system, and other support services to ensure student success. IBM mentors, tutors and other volunteers will also be mobilized to support students' academic success. Mentors and other volunteers will be recruited to participate in afterschool and other study opportunities, and will help students understand the link between study and future careers.

Statutory Requirement 5: Describe how you will provide the program at no cost to students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program is provided at no cost to students and their families. Costs are shared between AISD and ACC, and are explicitly agreed upon in the ECHS MOU between the two entities (attached).

Specifically, AISD reimburses ACC at a flat rate of \$2,000 per section for courses taught by ACC faculty in which ECHS students are registered by cohort. AISD reimburses ACC at a rate of \$100 in-taxing district/\$150 out-of-taxing district per student enrolled in regular college credit course. And AISD pays for the salary and benefits for SACSCOC-Qualified, High School Certified Faculty (SQHSCF) who are AISD employees assigned to teach ECHS courses.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Statutory Requirement 6: Describe possible institutions of higher education partners and how you will develop and maintain the partnership(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The implementation of the Academy will build upon a long history of partnership between AISD and ACC. For over 10 years, AISD has partnered with ACC to manage the operation and administration of the district's Career and Technical Education (CTE) department. CTE staff are ACC employees who also report to the AISD High Schools Office and Office of Teaching and Learning and work closely with campus leaders throughout the district to implement college and career-ready curricula.

During this time, ACC and AISD have had ongoing articulation agreements and memoranda of understanding to partner on dual credit at numerous campuses, develop six ECHS programs, pilot two Career Launch Academies (what AISD calls our P-TECH programs) with employers including Dell Computers and Seton Family of Hospitals, and provide articulated CTE courses.

Statutory Requirement 7: Describe possible business partnerships that the school will establish, list the types of businesses, proposed work-based education for students and describe how you will develop and maintain the partnership(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

IBM is committed to serving as the primary industry partner on the launch of the Lanier IT Academy. As detailed in the attached Letter of Support, IBM has committed to the following:

- Hire an **Industry Liaison** who is responsible for implementing our commitments to the school and involved in supporting all aspects of school development;
- Lead the **workplace learning** sequence of coursework, mentoring, work site visits, internships and apprenticeships as they are intertwined with requirements for the Associate's degrees at ACC. As students move through the sequence, they steadily shift the balance of their time and focus from school to work, just as they simultaneously shift their balance from high school core requirements to college degree completion. Workplace skills, including problem solving, adaptability, communication and critical thinking – an undeniable need of most students at Lanier – will be taught through coursework, speakers, work site visits, mentoring, internships and more.
- Match each student with a **mentor** from IBM who will serve as caring role models for students working with them on a range of workplace learning activities integrated into student learning, taking place both online and in person. Students will get to know IBMers from a wide variety of career roles, ethnic and gender representation, etc. to underscore the accessibility of a potential career at IBM for students who are dedicated and motivated;
- Provide **worksite visits** for students, offering a rich agenda that includes speakers, tours, job shadowing – all of which will be customized to the needs of Lanier students;
- Provide **guest speakers**, including employees who are in jobs that students may graduate into, as well as high-level executives who will encourage and inspire students to apply themselves;
- Provide opportunities for students to engage in paid **internships** at IBM and other companies (e.g. Dell – industry partner at Reagan) to provide them the opportunity to practice their skills by working on real world problems in actual workplace settings;
- Collaborate with teachers to develop weekly online activities that align with the school's workplace learning curriculum.
- Make all students "first in line" for jobs upon graduation

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Statutory Requirement 8: Describe how you will work with the Workforce Development Board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AISD collaborates frequently with our local workforce development board, Workforce Solutions – Capital Area Workforce Board, particularly to ensure AISD graduates are prepared to fill the high-demand careers in the Austin-area (as detailed in Workforce Solutions' Master Community Workforce Plan). As part of this grant proposal, Workforce Solutions provided data that identified high-demand occupations and programs of study that lead to occupations in the Computer and IT Industry Cluster. Workforce Solutions' analysis of workforce data demonstrates the current and projected need for IT-related occupations.

Executive Director of Workforce Solutions, Tamara Atkinson and Labor Market Analyst & Awareness Coordinator, Leslie Puckett currently serve as members of the Leadership Design Team for AISD's new P-TECH/ICIA academies, including a Health Science Academy at LBJ Early College High School and a Computer and Information Technology Academy at Reagan Early College High School. As a member of these teams and an anticipated member of the Lanier IT Academy team, representatives from Workforce Solutions ensure continuous monitoring of any potential changes in workforce data.

Statutory Requirement 9: Describe how you will ensure that P-TECH or ICIA students are entitled to the benefits of the Foundation School Program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AISD ensures that Lanier IT Academy students will be entitled to the benefits of the Foundation School Program (FSP) in proportion to the amount of time spent by the student on high school courses, in accordance with rules adopted by the commissioner, while completing the IT program established by the applicable articulation agreement with ACC.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 1: Describe the team that will complete the implementation plan and how you will ensure the implementation plan is completed by the required due date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Leadership Design Team (LDT) will consist of high-level personnel with decision-making authority who will report to each member organization:

District – AISD

- Associate Superintendent of High Schools, Craig Shapiro
- District-level Director of P-Tech Model, Sissy Camacho (oversees all Academy models throughout the district)
- Director of CTE, Tammy Caesar
- K-12 Computer Science Lead, Craig Levy
- Lanier Staff: Principal, Ryan Hopkins, ECHS Counselor, CTE Computer Science Teacher, IBM Industry Liaison

Primary College & Dual Credit Partner: ACC

- Chief Academic Officer, Charles Cook
- Executive Director – School Relations at ACC, Shasta Buchanan
- Director of ECHS at ACC, Melissa Biegert
- Dean of Computer Science and Advanced Technology, Linda Smarzik
- Department Chair of CS, Mary Kohls

Industry Partner – IBM

- Jen Crozier, vice president, Corporate Citizenship & Corporate Affairs
- Grace Suh, Director, Education Programs
- Sandy Dochen, Citizenship Manager, Texas
- Industry Liaison (TBD)

Other

- Workforce Solutions Capital Area, Executive Director, Tamara Atkinson and/or Labor Market Analyst & Awareness Coordinator, Leslie Puckett

A subset of the team, including local IBM representative(s) and key district/campus and ACC staff will be responsible for completing drafts of the Implementation Plan to bring back to the larger group for feedback.

TEA Program Requirement 2: Describe the committee structure that will be put into place to provide leadership, communication and decision making for the P-TECH or ICIA program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Leadership Design Team (LDT) will be responsible for helping to bring the shared vision for the Academy to fruition by collaborating and building consensus among the partner organizations. Membership of the Leadership Team will be formalized and expanded in the Spring of 2018. It will meet regularly (e.g. monthly) to create a charter, with goals, norms, and guiding principles negotiated and recorded that could include: mission and purpose, scope of authority, committee norms and procedures, and membership.

The District-level Director of the P-TECH model, Sissy Camacho will convene the LDT and establish agendas based on previous experience with the other P-TECH schools in the district and in partnership with key partners, including Citizenship Manager for Texas, Sandy Dochen (who is based in Austin). IBM also has a significant staff at their corporate headquarters in NY that will ensure the success of the model. Jen Crozier, vice president, Corporate Citizenship & Corporate Affairs, and president of the IBM International Foundation, leads IBM's community efforts and provides vision for the P-TECH model. Ms. Crozier leads a team that includes Grace Suh, Director, IBM Education programs and Sandy Dochen, Citizenship Manager, Texas (and other states). This team will play active roles in both the LDT and more frequent planning meetings, with regards to planning and implementation of the school.

Communication between AISD and the industry partner will be facilitated by IBM's Industry Liaison. Hired by IBM, this staff person is responsible for implementing IBM's commitments to the school and involved in supporting all aspects of school development. Though a member of the IBM Corporate Citizenship Team, the liaison will be housed within the school.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the structures and systems that will be put into place to strengthen both the academic and social/emotional skills necessary for high school and college readiness, as well as provide academic and social/emotional support for students to be successful in rigorous academic and work-based educational experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Academy students will benefit from the wrap-around services in place at Lanier to ensure success in rigorous academic and work-based educational experiences.

AISD is committed to educating the "whole child," articulated in one of three core beliefs in the district's strategic plan: we will create vibrant relationships critical for successful students and schools. Over the last seven years, Social and Emotional Learning (SEL) has been implemented throughout the district, from the boardroom to classrooms across 130 campuses, including Lanier ECHS. In AISD, SEL means building competencies in students that will make them successful in college, career and life, including self-awareness, communication and responsible decision-making.

Other structures and systems exist to bolster the district's commitment to academic and social and emotional success. For example, Lanier ECHS (like all AISD campuses) has a Child Study Team that serves as a campus-based problem-solving team that meets regularly to identify, intervene and monitor the progress of students with academic, behavioral, attendance or speech/language needs at Tiers 2 and 3. AISD was recently highlighted in the Council of State Government's *School Discipline Consensus Report* as an exemplar for clearly defining the roles and responsibilities of the CST as a whole and of individual members to help ensure that students' needs are fully identified and addressed appropriately, and that students and their families are engaged in the process. The same report highlighted AISD's web-based electronic CST (eCST) as an exemplary strategy for coordinating data collection efforts, specifically the dashboard's ability to link micro and macro student data and to preserve detailed student-specific intervention information over time.

Academy students will also benefit from the numerous service providers on campus that provide academic and social/emotional support both in and out-of-school time. For example, Communities in Schools Central Texas (CIS) provides Lanier students with school-based case management that includes basic needs assistance, social and emotional counseling, parent engagement, and other personal enrichment opportunities.

The presence of IBM as an industry partner will strengthen students' academic and professional skills. IBM volunteers will serve as mentors and academic tutors, and IBM workplace experiences will build students' skills in problem solving, adaptability, communication and critical thinking – skills crucial for participation as a citizen of the 21st century.

TEA Program Requirement 4: Describe the methods and timeline that the campus will utilize to ensure that the campus becomes a Texas Success Initiative assessment site by 2019–2020. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All high schools in AISD, including Lanier are Texas Success Initiative (TSI) testing sites. The TSI exam is offered at least once per month on Lanier's campus.

Data from students' performance on the TSI is used to inform tailored interventions, ranging from online programs, individualized or group tutoring provided by Lanier counselors and teachers, as well as partner entities, including Austin Partners in Education (APIE) and ACC tutoring support

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID:		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID:		Amendment number (for amendments only):		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID:		Amendment number (for amendments only):		
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Absenteeism/Ttruancy				
#	Strategies for Absenteeism/Ttruancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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